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ABSTRACT

In order to evaluate and obtain information about the usefulness of the Career Education Measurement System, a questionnaire was developed to survey school personnel perception and interpretation of the reporting system in Texas. The responses to the questionnaire were examined for 22 test instruments used in a pilot test to determine if the items were adequate measures of learner outcomes. An evaluation questionnaire was sent to 524 test administrators on 136 campuses which field tested the career education instruments. Approximately 29% returned useable evaluation forms. The respondents were asked to rank five types of reporting formats: outcome mastery, level of outcome mastery, areas of proficiency, item response, and school curriculum objective--referenced evaluation (SCORE). The SCORE format was most often preferred while the outcome mastery format was least often preferred. The respondents were asked for the following information: the usefulness of the interpretative guide ("Reading the Report") sent with the test results, the usefulness of the information contained in the test results, suggestions on who should receive copies of the test results, when the test results should be received, testing time available, and who should be test administrators. The evaluation form for the career education reporting system is appended. (Author/EC)

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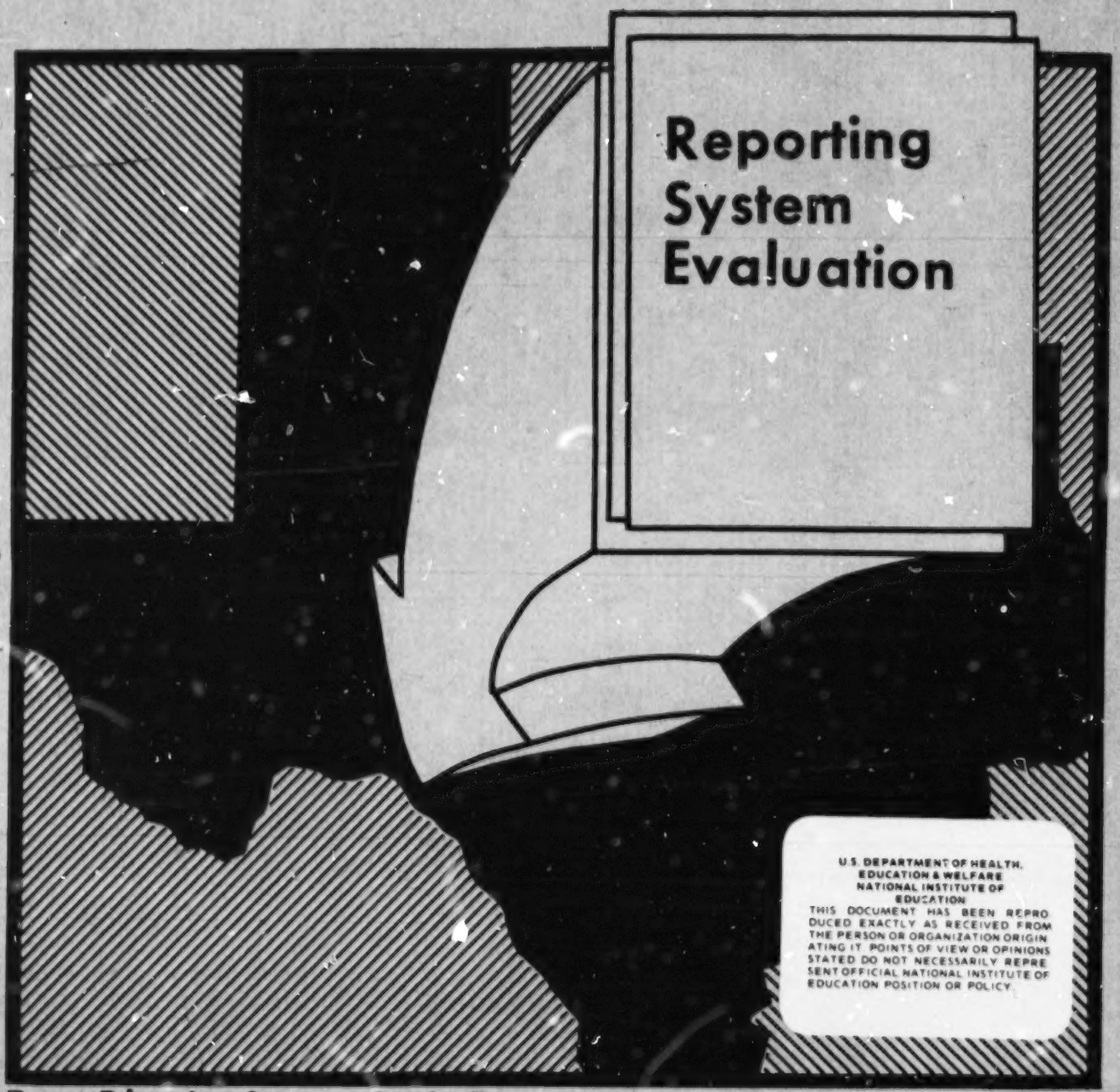
CAREER EDUCATION MEASUREMENT SYSTEM



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Texas Education Agency Austin, Texas September 1975

CAREER EDUCATION MEASUREMENT SYSTEM

REPORTING SYSTEM EVALUATION

Division of Program Planning
and Needs Assessment
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

September 1975

Background of Project

A cross-section of Texas citizenry has identified a number of characteristics considered basic for young adults to possess in order to make valid career decisions. These characteristics termed "learner outcomes" range from fundamental knowledge and skills required for all jobs to the development of sophisticated value systems about career options and the work ethic. In order to determine the extent to which individual students and groups of students have mastered these basic learner outcomes, a cooperative effort is underway to develop sets of measurement instruments.

Developmental Steps-

Items have been written as potential measures of 78 outcomes in the following nine categories:

I. Career Planning and Decision Making
II. Career Information
III. Job Acquisition and Retention
IV. Attitudes and Appreciation for a Career Success
V. Skills in Human Relationships for Careers
VI. Self-investigation and Evaluation for Career Success
VII. Person/Work/Societal Responsibilities
VIII. Economic Factors Influencing Career Opportunity
IX. Education/Career Opportunity Relationships

The items have been arranged into two levels of pilot instruments designed for students in grades seven through eleven. In March and April of this year twenty-two instruments were tested on a random sample of some 524 classrooms and 15,000 students throughout the State of Texas. The purpose of this pilot testing was to determine

if the items were adequate measures of outcomes, to see if the directions for administration were understandable by teachers and students, and to find how best to score the instruments and report results to students and teachers.

The Evaluation Questionnaire

In order to obtain information about the usefulness of the Career Education Measurement System, a questionnaire was developed to survey the school personnel perceptions and interpretations of the reporting system. The responses to the questionnaire were examined for all 22 test booklets simultaneously (see Appendix A for a summary of the evaluation data).

I. Recipients of Results

An evaluation questionnaire was sent to 524 test administrators on 136 campuses in 84 school districts which field tested the career education instruments. Approximately 29% of the 524 persons contacted returned useable evaluation forms. Of those who did respond, 93% said they had received the results of their career education tests; these included 63% teachers, 28% counselors, and 9% other school personnel.

II. Reporting Format

These respondents were asked to rank (according to their preferences) five different types of reporting formats. The formats that were ranked are:

A. Outcome Mastery - whether or not the student has mastered the outcome specified

B. Level of Outcome Mastery - whether or not the student has mastered a degree of an outcome

C. Areas of Proficiency - whether or not the student has demonstrated proficiency in one or more of several areas

D. Item Response - item information which gives actual student response to a given test question

E. School Curriculum Objective - Referenced Evaluation (SCORE) - individual mastery or non-mastery (+,-,%) and class performance (%) for one or several student outcomes.

Format E is used by the contractor and it is common among other commercial test scorers. Formats A through D were used as needed by the type of test item, and all four of these formats may have appeared on one report.

Below is a chart showing the respondents 1st through 5th choices for formats A through E. The SCORE format (E) was <u>most</u> often preferred while the outcome mastery (A) format was <u>least</u> often preferred. The Item Response and Areas of Proficiency formats were given as 2nd and 3rd choices. No discernible difference could be found between the SCORE (E) and Level of Outcome Mastery (B) formats due to incomplete information on the respondents evaluation forms. Only 18 of the 151 respondents are reported to have seen all five types of reporting formats. It is not known how many have been exposed to formats other than the SCORE format.

Format Most Helpful in Planning	Type of Format: A. Outcome Mastery		B. Level of Outcome Mastery		C. Areas of Proficiency		D. Item Response		E. SCORE	
	N	%	N	%	N	%	N	%	N	%
1st Choice	7	(4.6)	14	(9.1)	32	(20.8)	(37)	(24.5)	(53)	(34.9)
2nd Choice	13	(8.5)	27	(17.5)	(57)	(37.0)	20	(13.2)	21	(13.8)
3rd Choice	20	(13.1)	34	(22.1)	32	(20.8)	(33)	(21.9)	10	(6.6)
4th Choice	28	(18.3)	(45)	(29.2)	10	(6.5)	19	(12.6)	26	(17.1)
5th Choice	(62)	(40.5)	11	(7.1)	3	(1.9)	(29)	(19.2)	24	(15.8)
No Response	23	(15.0)	22	(14.3)	20	(13.0)	13	(8.6)	18	(11.8)
Total	153	(100%)	154	(100%)	154	(100%)	151	(100%)	152	(100%)

III. "Reading the Report"

An interpretive guide, "Reading the Report", was sent along with the test results. (Slightly different guides were provided for both the Level of Outcome Mastery and SCORE reporting formats.) Approximately 73% of the respondents said that the guide was helpful to them in understanding the test results.

IV. Understanding the Test Results

The respondents were asked whether they thought the test results were meaningful and useful, readable and clear, and provided too much or the wrong kind of information.

Approximately

- 59% said the results were meaningful and useful,
- 66% said the results were readable and clear,
- 10% said the results gave them too much information, and
- 51% said the results were the wrong kind of information.

There were no indicators as to what was meant by "wrong kind of information."

V. Audiences for Test Results

The respondents were also asked who should receive a copy of the test results. Teachers, curriculum consultants, administrators, and students respectively were mentioned as the desired audiences for the test results.

VI. "Timing" of Returning Test Results

"When should the test results be received" is a crucial question. In answer to this question, approximately 77% of the respondents said they preferred to receive the test results at the beginning, rather than the middle or end, of the school year.

VII. Testing Time Available

The respondents were asked to indicate how many career education tests they could administer to their students. Approximately

- 77% said they would be willing to use 0 to 5 tests,
- 11% said they would be willing to use anywhere from 6 to 22 tests, and
- 11% said that they would not use any of the tests.

It is obvious that the schools are willing to give tests in only a few areas of career education, wherever the need is the greatest.

VIII. Test Administrators

In general, the respondents indicated that either the teachers or counselors should be the ones to administer the career education tests in their schools.

Possible Next Steps

1. The measurement system be examined so that the "right kinds of information" will be reported to schools.
2. The reporting system be revised to adhere more closely to the SCORE format.
3. Plans be developed for "fall testing", with a short turn-around time for reporting purposes.
4. A survey or screening test be developed so that students can be tested in areas of greatest need.
5. Whenever possible, the teacher or counselor be the one to administer the career education tests in their schools.
6. Teachers, curriculum consultants, administrators, and students be involved in any post-test workshops developed for career education.

Appendix A

Evaluation Form for

Career Education Reporting System

DISTRICT NAME

TEXAS EDUCATION AGENCY
Division of Program Planning and Needs Assessment

CO./DIST. NO.

COUNTY NAME

TEST BOOKLET NO.

POSITION/TITLE

Evaluation Form for Career Education Reporting System

YES NO

___ ___ I. I have reviewed the results of the career education test I administered. (If no, do not complete the form.)

II. Which of the following formats for reporting the results of the career education test would be most helpful for planning instruction? Assign a "1" to the format you favor most, a "2" to the next and continue through "5".

_____ A. The student has mastered the outcome specified.
Yes___ No___

_____ B.

The student has mastered the outcome	The student has some mastery of the outcome	The student did not master the outcome
*	**	***

_____ C. The student has demonstrated proficiency in the following areas:
1. . . . . .
2. . . . . .
3. . . . . .
4. . . . . .

_____ D. Item information which gives actual student response to test questions. Example: The student feels that "My social studies assignment is usually":
1. very enjoyable
2. enjoyable
X 3. alright but a chore
4. boring
5. a waste of time

_____ E.

OUTCOME	1	2	3	4	5	STUDENT PERFORMANCE #
Able, Ron	-			+		40%
Adams, Cindy		+	+		+	60%
Cadena, John	+			+		40%
Zeigler, Bill	+		+		+	60%
class performance	75%	25%	50%	50%	50%	

RETURN TO:
Keith Cruse
Division of Program Planning
and Needs Assessment
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

PLAN - 029

YES NO

___ ___ III. Does the interpretive guide "Reading the Report" help you understand the test results?

IV. Are the results of the Career Education Test that were reported to you:

Yes	No		
___	___	A.	meaningful and useful
___	___	B.	readable and clear
___	___	C.	too much information
___	___	D.	wrong kind of information

V. Who should receive a copy of the results (may choose more than one)?

___ teachers
___ curriculum consultants
___ campus administrators
___ district administrators
___ service center personnel
___ students
___ parents
___ community

VI. When would you need a report of the test results in order to be useful in the classroom?

___ beginning of the school year
___ middle of the school year
___ end of the school year

VII. If your students were found to be weak in several areas of career education, how many such tests would you be willing to administer during one school year? (Check below the one you favor.)

0 to 5	6 to 10	11 to 15	15 to 22	NONE
_____	_____	_____	_____	____

VIII. Who should administer the test? (Check the appropriate one(s).)

___ teacher
___ counselor
___ other
___ (specify)_____

IX. If you have any additional comments or suggestions to improve the reporting system or other aspects of the Career Education Measurement System, please use the remainder of the form.

COMMENTS: